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ABSTRACT

School administrators, teachers, parents, and students in schools belonging to the Eastern Illinois School Development Council were surveyed to determine the need for a career education resource laboratory as a vehicle for coordinating an area career education program, K-12. The opening summary briefly describes the objectives of the project, the procedures followed, and the primary conclusion, based on an average 81 percent positive response from the various groups out of a 64.6 percent return that a need and desire exist for such a center. Described in more detail in the body of the report are: the problem area toward which the project was directed (a system for preparation and distribution of relevant career information); the five goals of the project; the general project design and procedures; and conclusions, implications, and recommendations. A seven-item bibliography concludes the report. More than half of the document consists of appendixes devoted to a survey overview and separate summaries of the survey's five areas: business and industry, fourth and eighth grade students, eleventh grade students, school staff, and parents. Data on responses to the surveys are tabulated and their implications discussed. The questionnaires are also included, with samples of covering letters. (NH)

ED101077

CAREER EDUCATION RESOURCE LABORATORY

Final Report

Project No.: RDC-A3-127

Grant No.: C31-2

Research and Development Project
in Career Education

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The project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare in accordance with the State of Illinois, Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Carol Sanders
Project Director
Career Education Resource Laboratory
June 1974

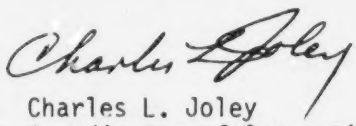
PREFACE

The development of a Career Education Resource Laboratory to aid public schools in incorporating career education into their programs at a minimal cost has provided the opportunity for a unique co-operative effort between a major senior institution of higher education and co-operating public school districts. This activity has made possible the co-ordination of available materials, sharing of resources within the school districts, area wide planning, organization, evaluation, and dissemination of career education materials to public school districts for program implementation.

The Career Education Resource Laboratory has been funded through a grant with the Research and Development Unit of the Illinois Division of Vocational and Technical Education. Dr. Ronald McCage, Dr. Garth Yeager and Mr. John Washburn of the Research and Development Unit staff have been of invaluable service to the project in offering advice and help whenever needed. Mr. John Washburn has served as the project monitor from the research co-ordinating unit. His willingness to attend special meetings and activities and to give unstintingly of his time and energy to this project is greatly appreciated.

The successful development of the first phase of this activity has required support from a large segment of the University, the Division of Vocational and Technical Education, and the public schools of Casey, Marshall, Martinsville, Westfield, Kansas, Arcola, Arthur, Newman, Tuscola, Villa Grove, Cumberland, Neoga, Effingham, Teutopolis, Newton, Brownstown, Farina-LaGrove, Oakland, St. Elmo, Vandalia, Sullivan, Findlay, Shelbyville, Windsor, Stewardson, Charleston, and Mattoon. The success of the project is in large measure the result of the leadership of Mrs. Carol Sanders, project director, and members of her staff including: Betty Waltman, research assistant; Bob Bunten, project associate; Joyce Spencer, technical assistant; and Sue Long, project secretary.

Eastern Illinois University values the opportunity to contribute to the solution of education problems through participation in projects such as the Career Education Resource Laboratory. It is our hope that in Phase II of the project, further contributions will be made to the concepts developed up to this point and implementation will be possible in the total school curriculum of the participating school districts.



Charles L. Joley
Coordinator of Occupational
Teacher Education

ACKNOWLEDGEMENTS

The individual and co-operative efforts of the entire Career Education Resource Laboratory project staff greatly contributed to the success of the project. The staff was comprised of:

Bob Bunten - Project Associate
Betty Waltman - Research Assistant
Joyce Spencer - Audio-Visual Technician
Sue Long - Project Secretary

Dr. Charles Joley, Co-ordinator of Occupational Education, served as the administrative officer for the project. His support and helpfulness was greatly appreciated. Gratitude is also extended to Dr. Harry Merigis, Dean of the School of Education.

A large portion of the project dealt with the development, administration and analysis of the survey instruments. Thanks to Dr. Marla Peterson, Dr. Donald Moler, Dr. John North, and Dr. Robert Sonderman for their time and expertise in critiquing the survey instruments.

We are indebted to the administrators, staff, students, and parents of the twenty-seven school districts of the Eastern Illinois School Development Council that participated in the survey. The following school districts participated:

Casey	Villa Grove	St. Elmo
Marshall	Cumberland	Vandalia
Martinsville	Neoga	Sullivan
Westfield	Effingham	Findlay
Kansas	Teutopolis	Shelbyville
Arcola	Newton	Windsor
Arthur	Brownstown	Stewardson
Newman	Farina-LaGrove	Charleston
Tuscola	Oakland	Mattoon.

We also wish to thank all the businesses and industries in the following ten counties that participated in the survey:

Clark	Jasper
Edgar	Fayette
Douglas	Moultrie
Cumberland	Shelby
Effingham	Coles.

Dr. Roland Spaniol, Director of the Computer Service Center, Eastern Illinois University provided computer time for data processing. The time, effort, and co-operation of N. Jill Crewell of the Computer Center was greatly appreciated as she programmed the survey data for analysis.

The ten county Task Force provided the project staff with invaluable information dealing with the needs of the area schools. Their contributions and recommendations will guide the future of the Career Education Resource Laboratory. The Task Force was comprised of:

Noelle Greathouse, Oakland (K teacher)
Judith Decker, Cumberland (K-6 teacher)
Steve Liebenow, Villa Grove (K-8 counselor)
Mary Bare, Casey (7-8 teacher)
Paul Schuh, Sullivan (7-8 teacher)
Helen Harless, Shelbyville (7-8 counselor)
Lucille Carwell, Kansas (9-12 teacher)
Jack Fuelle, Effingham (9-12 vocational director)
Susie Schwabe, LaGrove (9-12 teacher)
Nelson Williams, Newton (9-12 counselor).

Nineteen men and women from the ten counties made up the Advisory Council. They provided the staff with first hand information concerning their occupational fields. Their comments were greatly appreciated. The following people made up the council:

Betty Cribelar, assistant cashier, real estate saleswoman
Brad Lacey, agribusiness
Sheila Dunn, RSVP consultant
Tom Nolan, postmaster
Gene Taber, funeral director
Vera Diel, radio news announcer
Jeff Holmes, newspaper publisher
Pick Motley, real estate, insurance
Granville Ramsey, manager of fertilizer plant
Judge James N. Sherrick, associate circuit judge
Betty Harmon, banker
Marilyn Meyer, county health nurse
Stan Richardson, radio announcer
Wayne Borchelt, architect
Duane Luallen, certified public accountant
Robert Elder, farmer
James Mauch, National Guard
Jake Highland, businessman
Gerry Larson, registered nurse.

Mr. Ron Phillips and Glen Surbeck of the Computer Service staff, along with Mark Trentlage, student help, and various other staff members donated their time and knowledge to the conversion of the DOS-Computerized Vocational Information System to OS-CICS, Eastern

Illinois University's computer facilities. They played a vital role in the conversion process. A video display terminal and computer time was provided by Dr. Roland Spaniol, Director of Computer Service. Thanks also to Charleston High School for agreeing to house the CVIS Demonstration Center.

Many individuals offered to be on the program of the K-12 Career Education Implementation Workshop June 3-7 at Eastern Illinois University. Their knowledge enabled us to present a wide range of topics on various grade levels. The following people played a vital role in the total workshop program:

Mr. John Washburn, Research & Development Unit
Illinois Division of Vocational & Technical Education, Springfield, Illinois
Mr. Howard Avery, Special Programs Unit, Guidance
Illinois Division of Vocational & Technical Education, Springfield, Illinois
Mr. Bill Reynolds, Professional and Curriculum Unit
Illinois Division of Vocational & Technical Education, Springfield, Illinois
Ms. Jan Sutherland - E.T.C. Project, Eastern Illinois University
Ms. Dorothy Lawson - Comprehensive Illinois Occupation Demonstration Center, Cumberland, Illinois
Ms. Carol Jansson - Teacher, Shelbyville High School
Shelbyville, Illinois
Mr. John Jones - Principal, Newman Elementary School
Newman, Illinois
Mr. Tom Nolan - Postmaster, Oakland, Illinois
Mr. Stan Richardson - WRCA Radio, Effingham, Illinois
Mr. Brad Lacey - Agribusiness, Casey, Illinois
Mr. Bill Branvold - Vocational Director, Mattoon High School
Mattoon, Illinois
Mr. Dennis Cougill - Principal, Jefferson Elementary
Charleston, Illinois
Ms. Barbara Cole - ETV-ITV Section, OSPI, Springfield, Illinois
Dr. Robert Walker - Professor, University of Illinois
Urbana, Illinois
Ms. Helen Harless - Counselor, Moulton Junior High
Shelbyville, Illinois
Dr. Chester Dugger - Director of Secondary Education
Peoria, Illinois
Ms. Diane Bernard - Counselor, School District #89
Maywood, Illinois
Ms. Mary Bare - Teacher, Casey Junior High, Effingham, Illinois

Carol Sanders

Carol Sanders
Project Director

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SUMMARY

A. Time period covered by the report.

The Career Education Resource Laboratory Project Contract began June 1, 1973. However, the project itself started September 1, 1973 and terminated June 30, 1974.

B. Goals and objectives of the project.

1. To determine the need, through the establishment of a task force representative of all grade levels of the schools in the Eastern Illinois School Development Council (hereafter known as the E.I.S.D.C.), for a career education resource laboratory as a vehicle for co-ordinating an area career education program (K-12).

2. To conduct an extensive in-depth study of the career opportunities in the area available to students in the school systems that are members of the E.I.S.D.C. and determine a set of career clusters consistent with these opportunities.

3. To expand the present working relationship with area education institutions to include parent and student organizations, potential employers, and unions in the area and all units within the school systems serviced by Eastern Illinois University.

4. To develop a comprehensive program of career development activities; a schedule of materials, equipment, consultants, and facility needs at each level; and a systematic plan for on-going evaluation for these components.

5. To utilize the computer facilities available at Eastern Illinois University to explore the feasibility of implementing a program of computerized career education information as an integral part of an area career education resource laboratory.

C. Procedures followed.

A task force of ten teachers and counselors, representative of all grade levels and counties that comprise the thirty member school districts of the E.I.S.D.C., was appointed to assist the project staff in meeting the objectives.

The Task Force met with the project staff four times throughout the year on the campus of Eastern Illinois University. Each task force member was assigned to one of the following committees:

1. Prepare immediate and long range goals, including future funding for the proposed resource laboratory.

2. On the basis of the needs shown on the survey instruments, identify the material needs for implementation of a career resource center.

3. Develop a systematic plan for the optimum use of speakers, consultants, media aids, and materials in the regional laboratory.

4. Determine the feasibility of utilizing computer-based instructional techniques as a method of providing career planning.

5. Prepare an in-depth report of the analysis of the ten county area with recommendations for furthering career education activities in the area.

To determine the need for a career education resource laboratory and to conduct an extensive in-depth study of the career opportunities in the area available to students, a survey was given to all fourth, eighth, and eleventh grade students, their parents, teachers, counselors, principals, and administrators in twenty-seven of the thirty school districts of the Eastern Illinois School Development Council. Surveys were also sent to all business and industry in the ten counties comprising the E.I.S.D.C.

A total of 18,305 surveys were sent out and 11,842 were returned for a 64.6% return. For an overview of the total survey and summaries of each instrument, see the appendix.

Through the survey and the appointment of a lay Advisory Council representative of the ten county area and various occupational backgrounds, present working relationships with potential employers and community organizations was expanded.

Following the purchase of the Computerized Vocational Information System program, work was done to convert the DOS system to OS-CICS at Eastern Illinois University's Computer Facilities. Equipment was ordered and arrangements were made to set up a demonstration center at Charleston High School.

Information to be computerized was gathered from a fifty mile radius of Charleston to localize information of (1) apprenticeship

opportunities, (2) junior colleges, (3) technical and trade schools, and (4) local job opportunities. The information on local job opportunities was gathered from the City of Charleston only. These opportunities included those jobs that could be entered after high school with little or no on the job training required.

As a vehicle for bridging the gap between the developmental and implementation phase, a K-12 Career Education Implementation Workshop was held for teachers, counselors, and administrators to explore career development theory, concepts, trends, programs, and implementation techniques. Methods of incorporating available resources, both commercial and non-commercial, into existing curriculums were presented. Each participant was given an opportunity to attend general and specific grade level sessions and as part of the course requirement, to develop a career education unit to be implemented in his/her own district, school, or class.

D. Results, accomplishments.

Refer to the appendix for project results.

E. Evaluation.

Evaluation of the project will be submitted by CERL's Third Party Evaluator, Success Research Consultants, Inc., Tingley Park, Illinois.

F. Conclusions and recommendations.

Since the main objective of the survey was to determine the need for an area career education resource laboratory, one basic item common to all survey forms was:

> "There is a need within the area for a complete accurate, up-to-date career education resource center that would serve all grade levels of students, teachers, counselors, parents, and business and industry."

The breakdown of those responding is as follows:

SURVEY	YES	NO
Business & industry	88.3%	11.7%
Fourth & eighth grade students	63.1%	12.1%

SURVEY	YES	NO
Eleventh grade students	85.6%	3.5%
Staff (teachers, counselors, principals, superintendents)	88.1%	2.9%
Parents	81.6%	7.6%

With an overall average of 81% of the responses supporting the need for a career education resource laboratory, there is definite proof that a desire exists for such a center.

On the basis of the need indicated by the survey results and after studying and discussing various implementation techniques, the task force recommended a non-material based career education resource laboratory to serve the twenty-nine school districts* of the E.I.S.D.C. Using the non-material based approach, the emphasis will be placed on instruction of career education concepts, trends, programs and implementation techniques.

Refer to the appendix for further conclusions and recommendations.

* There will only be twenty-nine school districts in the E.I.S.D.C. for the 1974-75 school year.

BODY OF THE REPORT

A. Problem area toward which the project was directed.

In this age of increasing job sophistication and diversity, the development of a system for the preparation and distribution of relevant career information is of great importance. Access to complete, accurate, up-to-date career information is essential if students are to make meaningful decisions in career development along with a continuing understanding of self.

There is a great need within the largely rural school districts surrounding Eastern Illinois University to co-ordinate services and programs of career information. Many resources and services are available. However, due to faulty communication systems and lack of co-ordination, many services are not utilized that could be provided by Eastern Illinois University to the schools of the area.

One approach to providing career information to students, teachers, and counselors is through the development and implementation of a career education resource laboratory.

Eastern Illinois University is in a unique position to design and implement a career education resource center for the area schools of east central Illinois. The University's Center for Educational Studies was organized to seek and obtain deep involvement with the public schools of the area. In 1970, superintendents of school districts in the general geographic area of Eastern Illinois University voted to establish an organization called the Eastern Illinois School Development Council (E.I.S.D.C.). The purpose of the organization is to provide educational, in-service, consultative, administrative, and allied services to the children, teachers, and administrators in the participating school districts. At the present time the E.I.S.D.C. is made up of thirty school districts in a ten county area of east central Illinois. The Career Education Resource Laboratory (CERL) project chose to work through this network of thirty school systems as it is committed to testing and helping develop new educational programs.

A co-operative arrangement was set up between Eastern Illinois University and the E.I.S.D.C. to meet the objectives of the project.

B. Goals and objectives.

1. To determine the need, through the establishment of a task force representative of all grade levels of the schools in the E.I.S.D.C., for a career education resource laboratory as a vehicle for co-ordinating an area career education program (K-12).

2. To conduct an extensive in-depth study of the career opportunities in the area available to students in the school systems that are members of the E.I.S.D.C. and determine a set of career clusters consistent with these opportunities.

3. To expand the present working relationship with area educational institutions to include parents and student organizations, potential employers, and unions in the area and all units within the school systems serviced by Eastern Illinois University.

4. To develop a comprehensive program of career development activities; a schedule of materials, equipment, consultants, and facility needs at each level; and a systematic plan for on-going evaluation for these components.

5. To utilize the computer facilities available at Eastern Illinois University to explore the feasibility of implementing a program of computerized career education information as an integral part of an area career education resource laboratory.

C. Description of the general project design and the procedures followed.

Eastern Illinois University selected a well qualified staff to research the need for an area career education resource laboratory. Office space and computer facilities were furnished by the university.

The staff issued an open invitation to thirty member school districts of the E.I.S.D.C. to submit applications for Task Force appointment. After careful screening of applicants, a ten member task force was chosen, one from each of the ten counties that comprise the thirty school districts of the E.I.S.D.C. Three were chosen from the elementary level, two classroom and one counselor; three from the junior high level, two subject matter and one counselor; and four from the senior high level, two subject matter, one counselor and one vocational director.

The Task Force met with the project staff four times throughout the year on the campus of Eastern Illinois University. Each task force member was assigned to one of the following committees:

1. prepare immediate and long range goals, including future funding for the proposed resource laboratory;

2. on the basis of the needs shown on the survey instruments, identify the material needs for implementation of a career resource center;

3. develop a systematic plan for the optimum use of speakers, consultants, media aids, and materials in the regional laboratory;

4. determine the feasibility of utilizing computer-based instructional techniques as a method of providing career planning,

5. prepare an in-depth report of the analysis of the ten county area with recommendations for furthering career education activities in the area.

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As a vehicle for bridging the gap between the developmental and implementation phase, a K-12 Career Education Implementation Workshop was held for teachers, counselors, and administrators to explore techniques. Methods of incorporating available resources, both commercial and non-commercial, into existing curriculums were presented. Each participant was given an opportunity to attend general and specific grade level sessions and as part of the course requirement, to develop a career education unit to be implemented in his/her own district, school, or class.

D. Results and accomplishments.

Refer to the appendix for project results.

E. Evaluation.

Evaluation of the project will be submitted by CERL's Third Party Evaluator, Success Research Consultants, Inc., Tingley Park, Illinois.

F. Conclusions, implications, and recommendations.

Since the main objective of the survey was to determine the need for an area career education resource laboratory, one basic item common to all survey forms was:

> "There is a need within the area for a complete, accurate, up-to-date career education resource center that would serve all grade levels of students, teachers, counselors, parents, and business and industry."

The breakdown of those responding is as follows:

SURVEY	YES	NO
Business and Industry	88.3%	11.7%
Fourth and Eighth Grade Students	63.1%	12.1%
Eleventh Grade Students	85.6%	3.5%
Staff (teachers, counselors, principals, superintendents)	88.1%	2.9%
Parents	81.6%	7.6%

With an overall average of 81% of the responses supporting the need for a career education resource laboratory, there is definite proof that a desire exits for such a center.

On the basis of the need indicated by the survey results and after studying and discussing various implementation techniques, the task force recommended a non-material based career education resource laboratory to serve the twenty-nine* school districts of the Eastern Illinois School Development Council. Using the non-material based approach, the emphasis will be placed on instruction of career education concepts, trends, programs and implementation techniques.

Refer to appendix for further conclusions and recommendations.

* There will only be twenty-nine school districts in the E.I.S.D.C during the 1974-75 school year.

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Survey Summaries

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SURVEY OVERVIEW

To meet the objectives of the Career Education Resource Laboratory project, a survey was conducted in the ten county area that comprises the member school districts of the Eastern Illinois School Development Council. Five survey forms were developed:

1. business and industry;
2. students (fourth and eighth grades);
3. students (eleventh grade);
4. staff (teachers, counselors, administrators);
5. parents.

The following ten counties participated in the business and industry survey:

Clark	Jasper
Edgar	Fayette
Douglas	Moultrie
Cumberland	Shelby
Effingham	Coles.

The survey objectives for business and industry were to:

1. determine the need for an area career education laboratory;
2. locate the available resources and services in the ten county area;
3. determine a set of career clusters consistent with career opportunities available to students in the area.

Twenty-seven of the thirty member school districts of the Eastern Illinois School Development Council chose to participate in the survey. All fourth, eighth, and eleventh grade students, their parents, all counselors, principals, superintendents, and one-third of all the teachers participated in the survey.

The objectives of these instruments were to:

1. determine the attitudes toward career education;
2. determine types of career education information currently being used;
3. determine types of career programs currently in operation;
4. determine the need for an area career education laboratory;
5. locate the resources and services available to students in the area.

Student, parent, and staff surveys were hand delivered to the participating schools with accompanying cover letters. Teachers of fourth, eighth, and eleventh grade students administered the student surveys. The students surveyed were asked to take a parent survey home and return it to the school when completed. The staff was asked to complete their surveys before the instruments were picked up one week after the delivery date.

The following chart indicates the number sent, number returned and percentage of return.

Survey	Sent	Returned	% of Return
Business & Industry	3,207	493	15.4
4th grade students	2,405	2,405	100.0
8th grade students	2,463	2,463	100.0
11th grade students	2,230	2,230	100.0
TOTAL	7,098	7,098	100.0
4th grade parents	2,405	1,499	62.3
8th grade parents	2,463	1,208	49.0
11th grade parents	2,230	915	41.0
TOTAL	7,098	3,622	50.3
teachers	620	397	64.0
counselors	57	36	63.2
principals	98	73	74.5
superintendents	27	23	85.1
TOTAL	802	529	66.0
GRAND TOTAL	18,305	11,842	64.6

Since the main objective of the survey was to determine the need for an area career education resource laboratory, one basic item common to all survey forms was:

> "There is a need within the area for a complete, accurate, up-to-date career education resource center that would serve all grade levels of students, teachers, counselors, parents, and business and industry."

The breakdown of those responding is as follows:

Survey	Yes	No
Business & Industry	88.3%	11.7%
4th & 8th grade students	63.1%	12.1%
11th grade students	85.6%	3.5%
Staff (teachers, counselors, principals, superintendents)	88.1%	2.9%
Parents	81.6%	7.6%

Business and industry had the largest percentage strongly agreeing that there is a need for a career education resource laboratory. This can be explained by the fact that it is business and industry that hire the graduate. They are confronted daily by people whose needs pertaining to career decisions could have been met through the services of a career education resource laboratory.

The school staff followed closely with 88.1% seeing the need for a career education resource laboratory. The educators know the direction in which a school curriculum should be heading, but they also know they have no organized center from which to draw. The professional staff in the schools can see the restlessness in individuals who are about to graduate and know relatively little about the world of work in which they are about to enter. The staff also recognizes the uneasiness of the college bound student who has limited information concerning his chosen field.

Understandably the eleventh grade students feel the need for a career education resource laboratory. They strongly support such a lab with 85.6% in agreement. Their observation is valid for they are just one step away from being forced into making a career decision.

These students evidently feel that at the present time they are inadequately prepared for the world of work and believe that a career education resource laboratory would help them in their career decisions.

Parents have also shown that they feel there is a need for a centralized career education resource laboratory by 81.6% responding favorably. They know first hand the type of world their child will enter and they want him/her to be prepared. The parents see the career education resource laboratory as having information their child needs for career development.

It is understandable that the fourth and eighth grade need response would be lower as they have not had a direct need for information dealing with making career decisions. Yet, these students still responded with 63.1% agreeing that there is a need for a place for them to get information about different jobs.

With an overall average of 81% of the responses supporting the need for a career education resource laboratory, there is definite proof that a desire exists for such center.

BUSINESS AND INDUSTRY SURVEY SUMMARY

One of the objectives of the Career Education Resource Laboratory project was to conduct an extensive in-depth study of the career opportunities in the area available to students in the school systems that are members of the Eastern Illinois School Development Council and to determine a set of career clusters consistent with these opportunities. To gather the necessary information, a survey was conducted by mail of all business and industry employing one or more persons in the ten counties containing the thirty school districts of the Eastern Illinois School Development Council. Due to the large size of the sample (3,207), a follow-up letter was not sent. It was felt that those businesses and industries that had services and resources to offer the schools would respond without a reminder.

The fifteen percent return place their business or industry in the following occupational groups that are recognized by the United States Office of Education:

Percentage	In Rank Order
20*	Marketing and Distribution Occupations
15	Business and Office Occupations
14	Agri-business and Natural Resources Occupations
10	Construction Occupations
7	Health Occupations
7	Public Services Occupations
7	Personal Services Occupations
6	Manufacturing Occupations
4	Communications and Media Occupations
4	Transportation Occupations
3	Consumer and Homemaking-Related Occupations
2	Hospitality and Recreation Occupations
1	Environmental Control Occupations
1	Fine Arts and Humanities Occupations
0	Marine Science Occupations

* All percents are rounded to the nearest whole.

The top eight career groups consistent with opportunities of the area fall into the five occupational fields that are recognized by the State of Illinois:

Applied Biological and Agricultural Occupations
Business, Marketing, and Management Occupations
Health Occupations
Industrial Oriented Occupations
Personal and Public Service Occupations.

Of the opportunities in the area, the survey indicates that the largest percent falls in the category of skilled labor, followed by clerical, non-skilled, managerial, and service.

As indicated on the survey, business and industry prefer to hire first, a high school graduate with an occupational or vocational education major and second, one with an academic education and a minor in vocational education. Business and industry feel high schools have prepared their present employees about average. Perhaps this response was indicated because business and industry prefer their firm to provide direct occupational education or training for both skilled and managerial positions. When asked which personnel they now give on-the-job training, only 14% indicated none. The on-the-job training responses in rank order are: all, clerical, skilled, non-skilled, service, and managerial. For managerial positions they indicated their firm first for direct occupational education or training followed closely by college or university.

Eighty-eight percent of those responding feel there is a need to co-ordinate resources and services of business and industry into a career education resource laboratory to be used by the schools. Yet only 13% have material that they feel might aid their future employees.

When asked if they would be willing to share their resources and services with the schools, the response was as follows:

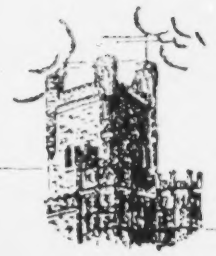
Percentage	Resources
19	Talks
6	Demonstrations
7	Printed matter
4	Films
17	On-site field trips
12	On-the-job student interviews of employees

It appears that the proposed laboratory will have to rely on sources other than those offered by business and industry if it is to help students make meaningful decisions in career development as 90% of those responding feel it could. Perhaps it is a matter of the schools and the communities working closer together to better prepare the future workers. The question remains, do the schools contact business and industry to see how they can improve their educational programs to better prepare students or does business and industry go to the schools and provide them with suggestions on how to better prepare their future employees?

There is also a great need for business and industry to develop career information materials for use by the schools as over 70% do not have materials that might aid their future employees.

EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS 61920

CENTER FOR EDUCATIONAL STUDIES
School of Education



581-3914

November 16, 1973

Dear Employer:

The Center for Educational Studies at Eastern Illinois University has recently been awarded a contract by the Illinois Division of Vocational and Technical Education for the development of a Career Education Resource Laboratory that would initially serve the 30 member school districts of the Eastern Illinois School Development Council.

At the present time, surveys are being conducted with business and industry, students, parents, teachers, counselors, and administrators to determine the need for a centralized career education resource laboratory. Should the study show a need, the laboratory would include printed materials as well as audio-visual aids and consultants.

In addition, one of our goals is to determine the resources and services available so that they can be coordinated into a complete, accurate, up-to-date information system for use in the proposed laboratory.

Your response to the survey is vital to our study so schools can incorporate the ideas of business and industry into their curriculums to better prepare students for the job market.

The data reported is confidential and will be used only for planning purposes. A self-addressed return envelope has been enclosed for your convenience. An early response will be greatly appreciated. Should you have any questions, please call Carol Sanders or Betty Waltman at (217) 581-3914.

Sincerely,

Harry Merigis
Dr. Harry D. Merigis
Dean, School of Education

Charles Joley
Dr. Charles Joley
Center for Educational Studies

Carol Sanders
Carol Sanders
CERL Project Director

sl

6

Name of Plant or Business _____

Address _____

County _____ Phone _____

Main product provided _____
or
Main service provided _____

Name and title of manager or owner _____

Please check (✓) the answer you think is right.
If you don't want to answer a question, go on to the next.
Thank you for your time and cooperation.

02 03 Under which one of the following occupational groups would you place your business or industry?

(01) _____ business and office occupations
(02) _____ marketing and distribution occupations
(03) _____ communications and media occupations
(04) _____ construction occupations
(05) _____ manufacturing occupations
(06) _____ transportation occupations
(07) _____ agri-business and natural resources occupations
(08) _____ marine science occupations
(09) _____ environmental control occupations
(10) _____ public services occupations
(11) _____ health occupations
(12) _____ hospitality and recreation occupations
(13) _____ personal services occupations
(14) _____ fine arts and humanities occupations
(15) _____ consumer and homemaking-related occupations

Please check the classifications of personnel employed by your business or industry.

04 _____ non-skilled
05 _____ skilled
06 _____ managerial
07 _____ clerical
08 _____ service
09 _____ other (specify _____)

10 How well do you consider the high schools have prepared your present employees to enter and progress in your company?

(1) _____ exiremely satisfactory
(2) _____ above expectations
(3) _____ about average
(4) _____ below expectations
(5) _____ other (specify _____)

11 Which type of high school graduate do you prefer to hire?

(1) _____ one with academic education only
(2) _____ one with academic education and a minor in vocational education
(3) _____ one with occupational or vocational education major
(4) _____ other (specify _____)

12 For skilled jobs in your firm, who do you feel should provide direct occupational education or training?

(1) _____ high schools
(2) _____ 2 year or technical school
(3) _____ college or university
(4) _____ your firm
(5) _____ other (specify _____)

13 For managerial positions in your business or firm, who do you feel should provide direct occupational education or training?

(1) _____ high school
(2) _____ 2 year or technical school
(3) _____ college or university
(4) _____ your firm
(5) _____ other (specify _____)

For which personnel do you now give on-the-job training (structured)?

14 _____ all
15 _____ managerial
16 _____ skilled
17 _____ non-skilled
18 _____ service
19 _____ clerical
20 _____ none

21 Could your company or firm supply us with career information and materials that might aid your future employees?

(1) _____ We have material that would help.
(2) _____ We have material but feel it would not help.
(3) _____ We do not presently have material but could develop some.
(4) _____ We do not have material.

22 Do you feel that there is a need to coordinate resources and services of business and industry into a career education resource laboratory to be used by the schools?

(1) _____ yes
(2) _____ no

23 Do you feel that such a laboratory would help students make meaningful decisions in career development?

(1) _____ yes
(2) _____ no

Would you be willing to share any of the following resources or services with the schools of east central Illinois?

	Resource or Service	Subject Matter	Person to Contact	Address	Phone
24	____ talks	_____	_____	_____	_____
25	____ demonstrations	_____	_____	_____	_____
26	____ printed matter	_____	_____	_____	_____
27	____ films	_____	_____	_____	_____
28	____ on site field trips	_____	_____	_____	_____
29	____ on job student interviews of employees	_____	_____	_____	_____
30	____ others -- please list				
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____

FOURTH AND EIGHTH GRADE STUDENT SURVEY SUMMARY

It appears from the attitude responses of fourth and eighth grade students that career education concepts are being introduced in the elementary grades.

Percent Agreeing	Statement
90*	People must learn to get along with each other in order to be good workers on the job.
84	It's necessary for me to learn about jobs now even if I plan to go on to college.
82	I feel important when I help people do a job.
80	I feel important when I do a job by myself.

*All percents are rounded to the nearest whole.

"I am too young to think about jobs," was the item most disagree with, 76%.

For the complete attitude response, see the following chart. (All numbers indicate percentages.)

# of subjects surveyed = 4,868	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
All jobs are worthwhile.	17	35	18	23	7
I like to watch people work at their jobs.	17	46	23	11	4
I feel important when I help people do a job.	37	45	11	5	2
I feel important when I do a job by myself.	41	40	11	6	3

4th & 8th grade attitudes continued	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
People should be happy with their jobs.	42	37	14	5	2
When you choose a job, pay is the most important thing.	15	14	16	31	23
Being happy with a job is more important than the money you make on the job.	32	29	19	12	8
Schools should teach students about many different types of jobs.	40	39	13	5	3
In my subjects I learn many things that I will be able to use later in a job.	29	42	16	9	5
Schools should have more time to discuss how to get a job.	26	37	22	10	5
My parents tell me all I need to know about jobs.	8	17	21	39	16
I find lots of information in the library about jobs.	14	29	21	25	11
By watching people do their jobs, I learn about what types of work they do.	30	56	8	4	2
In my school we have movies that tell us about jobs.	14	32	15	24	15

4th & 8th grade attitudes continued	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
In my school we interview people about their jobs.	8	18	15	34	26
In my school we have kits that help me learn about jobs.	6	14	16	35	29
My counselor tells me about jobs.	8	17	21	29	26
Making believe I am the person doing a job makes me feel like a worker.	19	35	20	16	10
I am too young to think about jobs.	8	7	10	27	48
There are parts of everyone's job that they don't like.	27	43	14	9	6
It's all right to change jobs if you want a different one.	25	40	22	8	5
People must learn to get along with each other in order to be good workers on the job.	57	33	6	3	2
Being a garbage man is as important as being a lawyer.	24	26	20	14	16
Girls need to know as much about jobs as boys.	53	27	8	5	7

4th & 8th grade attitudes continued	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
It's necessary for me to learn about jobs now even if I plan to go to college.	44	40	10	3	2
There are good jobs that don't require a college education.	21	41	23	9	7
I wish there were a place where I, my parents, and teachers could go to get information about different jobs.	25	38	25	7	5
My classes would be more interesting if we had more visitors who could tell us about their jobs.	43	36	14	5	4
My classes put on plays about jobs.	6	9	14	23	37

Last year the three top methods of presenting career information according to fourth and eighth grade students were:

60% Had movies, slides, or records about people doing jobs.

31% Had people come in to tell about their jobs.

28% Wrote stories about jobs.

The three top choices for things they would like to do this year are:

89% Take field trips to museums, zoos, or science centers.

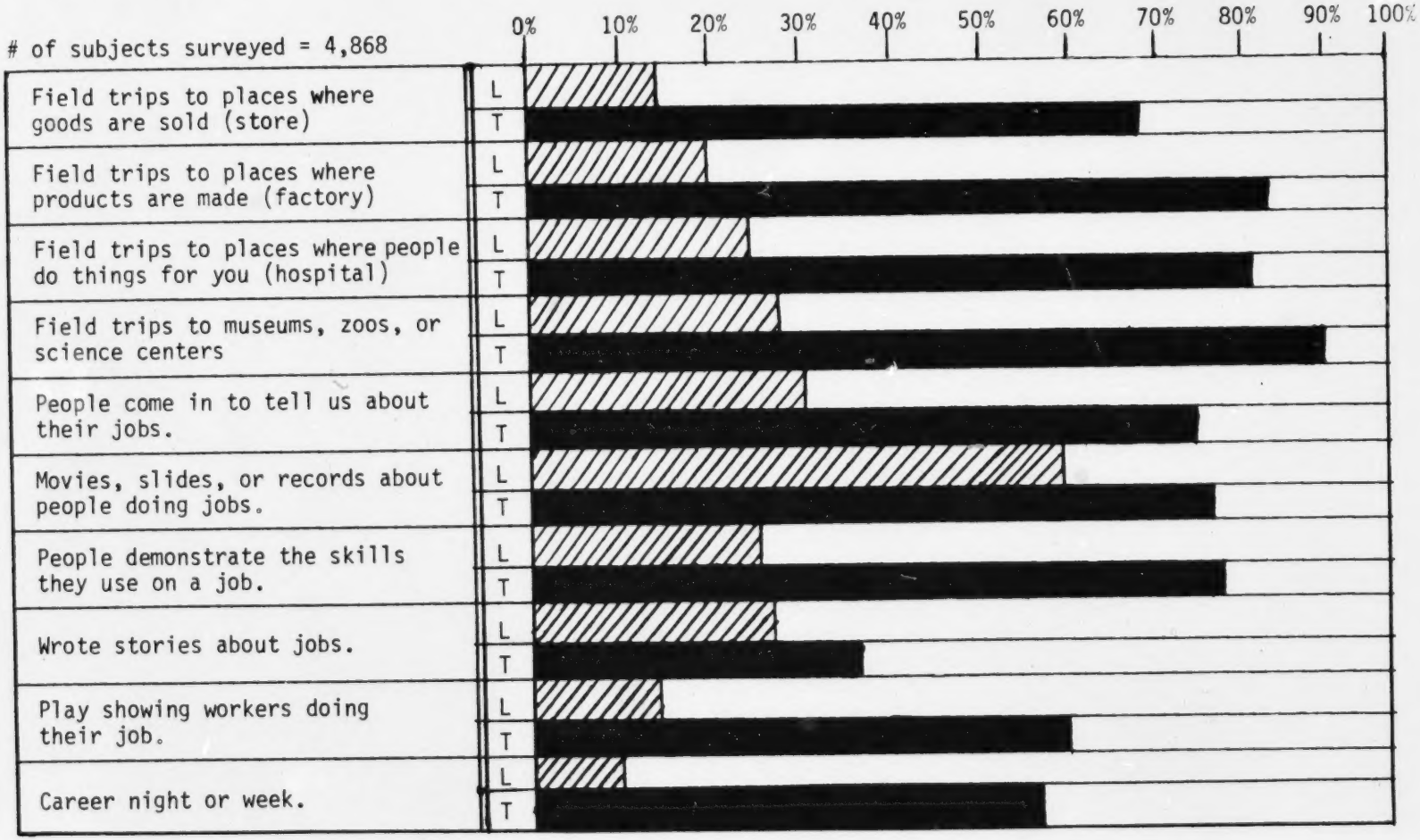
83% Take field trips to places where products are made (factory).

80% Take field trips to places where people do things for you (hospital, post office).

Fourth and eighth grade students evidently don't like to write stories about jobs for this method dropped from number three last year to number ten this year. For further comparisons, see the following chart. If consideration should be given to the views of students in planning and evaluating a career education program as 94% of the staff say it should, these responses should be very meaningful to those people responsible for planning the programs.

L= last year my class:

T = this year I would like to:


# of subjects surveyed = 4,868
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Field trips to places where goods are sold (store)
Field trips to places where products are made (factory)
Field trips to places where people do things for you (hospital)
Field trips to museums, zoos, or science centers
People come in to tell us about their jobs.
Movies, slides, or records about people doing jobs.
People demonstrate the skills they use on a job.
Wrote stories about jobs.
Play showing workers doing their job.
Career night or week.
L
T

EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS 61920

CENTER FOR EDUCATIONAL STUDIES
School of Education

581 3914

Dear Survey Teacher:

The Center for Educational Studies at Eastern Illinois University has been awarded a grant for the development of a Career Education Resource Laboratory. This laboratory is to serve the rural school districts surrounding Eastern Illinois University.

We feel there is a great need within these school districts to co-ordinate services and programs of career information. Many resources and services are available. However, many services are not utilized that could be provided by Eastern Illinois University to the area. We think a co-ordinated systematic management approach could be very valuable to you and your students. When implemented we hope to provide you, your students, and parents with various types of career information to help students make meaningful decisions in career development along with a continuing understanding of self.

The only way we have to make this an accurate, up-to-date, meaningful resource laboratory is to go to the areas it is to serve to gather our information. We are surveying all 4th, 8th, and 11th grades, teachers, and parents in the 30 school districts that are members of the Eastern Illinois School Development Council. Your superintendent has given you permission to take ½ hour of a school day to have your students fill out the surveys. Please read aloud the information on top of the survey form to your students before they start to answer the questions.

As the students hand in their surveys, please hand them a parent questionnaire to take home. They are to return them to you. Betty Waltman, a member of our project team, will pick up all the instruments within 3 days. Please bundle the student surveys and the parents surveys in separate stacks and leave in your school office.

We have 10 counties to survey so we would greatly appreciate your promptness. Thank you for your time and co-operation. Your part will be a big help in the total success of the survey. The data reported is confidential and will be used only for planning purposes.

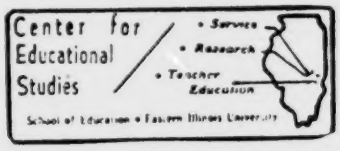
Sincerely,

Carol Sanders

Carol Sanders
Career Education Resource Laboratory

CS/sl

CAREER EDUCATION RESOURCE LABORATORY
Students Survey



The following questions are about what you learn in school and about jobs people do.
If you need help, ask your teacher.
If you don't want to answer a question, go on to the next one.
Please do both sides of the paper.
Give your teacher the form when you are finished.
Thank you for helping us.

05 Check one:
(1) _____ 4th grade
(2) _____ 8th grade

06 Check one:
(1) _____ male
(2) _____ female

There are five possible answers to each question. Circle the answer you think is right.

1. SA - strongly agree
2. A - agree
3. U - undecided
4. D - disagree
5. SD - strongly disagree

	SA	A	U	D	SD	
07	1	2	3	4	5	All jobs are worthwhile.
08	1	2	3	4	5	I like to watch people work at their jobs.
09	1	2	3	4	5	I feel important when I help people do a job.
10	1	2	3	4	5	I feel important when I do a job by myself.
11	1	2	3	4	5	People should be happy with their jobs.
12	1	2	3	4	5	When you choose a job, pay is the most important thing.
13	1	2	3	4	5	Being happy with a job is more important than the money you make on the job.
14	1	2	3	4	5	Schools should teach students about many different types of jobs.
15	1	2	3	4	5	In my subjects I learn many things that I will be able to use later in a job.
16	1	2	3	4	5	Schools should have more time to discuss how to get a job.
17	1	2	3	4	5	My parents tell me all I need to know about jobs.
18	1	2	3	4	5	I find lots of information in the library about jobs.
19	1	2	3	4	5	By watching people do their jobs I learn about what types of work they do.
20	1	2	3	4	5	In my school we have movies that tell us about jobs.
21	1	2	3	4	5	In my school we interview people about their jobs.
22	1	2	3	4	5	In my school we have kits that help me learn about jobs.
23	1	2	3	4	5	My counselor tells me about jobs.
24	1	2	3	4	5	Making believe I am the person doing a job makes me feel like a worker.
25	1	2	3	4	5	I am too young to think about jobs.
26	1	2	3	4	5	There are parts of everyone's job that they don't like.
27	1	2	3	4	5	It's all right to change jobs if you want a different one.
28	1	2	3	4	5	People must learn to get along with each other in order to be good workers on the job.
29	1	2	3	4	5	Being a garbage man is as important as being a lawyer.

1. SA - strongly agree 2. A - agree 3. U - undecided
4. D - disagree 5. SD - strongly disagree

	SA	A	U	D	SD	
30	1	2	3	4	5	Girls need to know as much about jobs as boys.
31	1	2	3	4	5	It's necessary for me to learn about jobs now even if I plan to go to college.
32	1	2	3	4	5	There are good jobs that don't require a college education.
33	1	2	3	4	5	I wish there were a place where I, my parents, and teachers could go to get information about different jobs.
34	1	2	3	4	5	My classes would be more interesting if we had more visitors who could tell us about their jobs.
35	1	2	3	4	5	My classes put on plays about jobs.

1. Y - yes 2. N - no

	Y	N	
			Last year my class:
36	1	2	took field trips to places where goods are sold (store).
37	1	2	took field trips to places where products are made (factory).
38	1	2	took field trips to places where people do things for you (hospital, post office).
39	1	2	took field trips to museums, zoos, or science centers.
40	1	2	had people come in to tell us about their jobs.
41	1	2	had movies, slides or records about people doing jobs.
42	1	2	had people demonstrate the skills they use on a job.
43	1	2	wrote stories about jobs.
44	1	2	had a play showing workers doing their job.
45	1	2	had a career night or week.
			This year I would like to:
46	1	2	take field trips to places where goods are sold (store).
47	1	2	take field trips to places where products are made (factory).
48	1	2	take field trips to places where people do things for you (hospital, post office).
49	1	2	take field trips to museums, zoos, or science centers.
50	1	2	have people come in to tell us about their jobs.
51	1	2	interview people about their jobs.
52	1	2	have movies, slides or records about people doing jobs.
53	1	2	have people demonstrate the skills they use on a job.
54	1	2	write stories about jobs.
55	1	2	have a play showing workers doing their jobs.
56	1	2	have a career night or week.

ELEVENTH GRADE SURVEY SUMMARY

Eleventh grade students have definite feelings about career development. Over 90% of the eleventh grade students agree with the following six statements:

96% Education programs should be planned to help students prepare for career choices.

93% People should be happy with their jobs.

92% Students should be knowledgeable about the world of work before leaving school.

92% Consideration should be given to the views of the students in planning and evaluating a career education program.

92% The most important influence on an individual's occupational choice is his own set of values, interests, and needs.

92% It is necessary for me to learn about jobs now even if I plan to go to college.

Seventy-eight percent disagree with the statement that career education should be only for those students who are not able to succeed in an academic program.

They evidently feel that their present courses could better prepare them for their future.

50% Feel they are of some value but could be better.

38% Feel that they are related to their future job interests.

13% Feel that their present courses are of no value to their future job interests.

When asked "For complete, accurate, up-to-date information related to careers, I find the <u>most</u> helpful information from. . .", they responded as follows:

25% There isn't any place.

25% Counselors.

21% Parents

12% Individual teachers.

7% Individual courses.

5% Library.

5% Career information center.

And when asked to rate various methods their school uses to present career information, they responded accordingly (in rank order):

1. Counseling
2. Course work
3. Student clubs
4. Films
5. Speakers
6. Field trips
7. Demonstrations
8. On-the-job interviews
9. Slides
10. Tapes.

Twenty-five percent rated counselors as being the most helpful source of career information, plus counseling was the number one method of presenting career information; however, 47% of the eleventh grade students said they never talked to their counselor last year about a job now or after they graduate from high school or college. Only 27% had talked to a counselor two or more times last year about a job. Perhaps it was this 27% that was responsible for rating counselors as the most helpful source for providing information and the best method. If this is the case, counselors have a task ahead of them to reach the 46% who have never seen a counselor concerning jobs.

Eleventh grade students are undecided about what to do after high school or even if they expect to have a full-time career someday. Their plans after high school are as follows:

26% Undecided.
24% Get a job.
22% Go to a four year college.
19% Go to a junior college.
6% Go to a technical school.
4% Go to the armed forces.

Male and female responses to the question, "Do you expect to have a full-time career someday?" are as follows:

SEX	YES	NO	UNCERTAIN
Male	83%	2%	15%
Female	55%	10%	35%

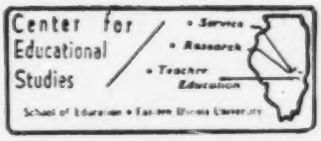
As you can see, it is not only eleventh grade girls that are uncertain about a full-time career someday.

Twenty-six percent of these students said there wasn't any place they could go for information related to careers. Perhaps these are the same students who are undecided about their plans after high school and are uncertain about a full-time career. These figures indicate that something needs to be done; services provided by the proposed career education resource laboratory to the area schools will be a start.

CAREER EDUCATION RESOURCE LABORATORY
High School Survey

211

The following questions are about your school and jobs.
Circle the answer you think is right.
If you don't want to answer a question, go on to the next.
Please complete both sides of the paper.
Please give your teacher the form when you are finished.
Thank you for helping us.



05 Sex (check one):
(1) _____ male
(2) _____ female

06 My main field of study in high school is (check one):
(1) _____ home economics
(2) _____ business education
(3) _____ auto mechanics
(4) _____ industrial arts
(5) _____ agriculture
(6) _____ arts (music included)
(7) _____ college prep (math - English - foreign language - science - social studies)
(8) _____ other -- please list _____

Read each statement carefully and decide how you feel about it.
The "undecided" answer should be circled only when you have no opinion.
Please rate your feelings on the following scale:

1. SA - Strongly Agree
2. A - Agree
3. U - Undecided
4. D - Disagree
5. SD - Strongly Disagree

	SA	A	U	D	SD	
07	1	2	3	4	5	Educational programs should be planned to help students prepare for career choices.
08	1	2	3	4	5	Every student should possess at least one skill in an occupation upon leaving high school.
09	1	2	3	4	5	Career development is a continous process throughout the lifetime of an individual.
10	1	2	3	4	5	The community is an excellent resource to use in a career education program.
11	1	2	3	4	5	Consideration should be given to the views of students in planning and evaluating a career education program.
12	1	2	3	4	5	Students should be knowledgeable about the world of work before leaving school.
13	1	2	3	4	5	The most important influence on an individual's occupational choice is his own set of values, interests, and needs.
14	1	2	3	4	5	All jobs are worthwhile.
15	1	2	3	4	5	A job determines the people with whom you associate.
16	1	2	3	4	5	It is important to involve parents in planning career education programs.
17	1	2	3	4	5	Career education should be only for those students who are not able to succeed in an academic program.
18	1	2	3	4	5	Representatives from business and industry can serve as excellent resource people for a career education program.
19	1	2	3	4	5	It is important for me to learn skills for more than one job.
20	1	2	3	4	5	It is all right to change jobs if you want a different one.
21	1	2	3	4	5	Being happy with a job is more important than the money you make on a job.
22	1	2	3	4	5	Most adults keep the same job throughout their lifetime.

1. SA - Strongly Agree 2. A - Agree 3. U - Undecided
4. D - Disagree 5. SD - Strongly Disagree

	SA	A	U	D	SD	
28	1	2	3	4	5	There are good jobs that don't require a college education.
29	1	2	3	4	5	It is necessary for me to learn about jobs now even if I plan to go to college.
30	1	2	3	4	5	Career education will be of greater long term value to boys than to girls.
31	1	2	3	4	5	People should be happy with their jobs.
32	1	2	3	4	5	A career resource center with many types of career information would be helpful to me in finding out about various job opportunities.
33	1	2	3	4	5	The school guidance department should be responsible for the career education program.
34	1	2	3	4	5	A good career education program would make school more interesting.
35	1	2	3	4	5	There would be fewer drop-outs if courses were related to jobs.

Check ONE answer:

36 My present courses are:
(1) _____ related to my future job interests.
(2) _____ of no value to my job interests.
(3) _____ of some value but could be better.

37 After high school I plan to:
(1) _____ get a job.
(2) _____ go to a technical school.
(3) _____ go to a junior college.
(4) _____ go to a 4-year college.
(5) _____ go to the armed forces.
(6) _____ undecided

38 Do you expect to have a full-time career someday?
(1) _____ yes
(2) _____ no
(3) _____ uncertain

39 For complete, accurate, up-to-date information related to careers I find the most helpful information from (check one):
(1) _____ counselors.
(2) _____ individual teachers.
(3) _____ the library.
(4) _____ parents.
(5) _____ individual courses.
(6) _____ career information center.
(7) _____ there isn't any place.

40 How many times did you talk to your counselor last year about a job now or after you graduate from high school or college?
(1) _____ never.
(2) _____ once.
(3) _____ twice.
(4) _____ more than twice.
(5) _____ I do not have a counselor.

Using a 5 point scale, rate your school on the following methods it uses to present career information:
1. E - excellent 2. G - good 3. A - average 4. P - poor 5. N - none

	E	G	A	P	N	
41	1	2	3	4	5	course work
42	1	2	3	4	5	counseling
43	1	2	3	4	5	films
44	1	2	3	4	5	speakers
45	1	2	3	4	5	slides
46	1	2	3	4	5	tapes
47	1	2	3	4	5	demonstrations
48	1	2	3	4	5	field trips
49	1	2	3	4	5	on-the-job interviews
50	1	2	3	4	5	student clubs

STAFF SURVEY SUMMARY

Over 98% of the teachers, counselors, and administrators agree on the following five attitudes:

99% Experiences in career education should allow students to evaluate their interests and abilities.

99% Career education should help students develop positive attitudes toward work.

99% Representatives from business and industry can serve as excellent resource personnel for a career education program.

99% It is important for the students in a rural area to know what jobs are available to them in the surrounding area.

98% Career development is a continuous process throughout the lifetime of an individual.

On several items they disagree in greater percentages than any other group surveyed:

95% Career education should be only for those students who are not able to succeed in an academic program.

85% Career education is just another fad that will soon be forgotten.

83% Career education will be of greater long term value to boys than to girls.

78% Teaching plans should be organized around people.

67% Career education and vocational education are one and the same.

Teachers were asked to rate various methods of presenting career information. The five top methods they indicated they had used and were beneficial are as follows:

66% 1. slides, tapes, records.
56% 2. resource people from business and industry.
44% 3. field trips to places where goods are made.
44% 4. field trips to places where services are provided.
42% 5. occupational role playing.

The following methods are those they would like to use if available:

65% 1. closed circuit TV career programs.

63% 2. career information centers in individual schools.

58% 3. consultants to help integrate career education into the school curriculum.

57% 4. career kits.

51% 5. resource people from within the school telling about own occupation or hobby.

Counselors indicated they would like to have more time for vocational guidance which is needed as evidenced by the eleventh grade student survey. Ninty-seven percent of the counselors surveyed agreed they were interested in career education, however, 63% said they did not have as much time as they would like for vocational guidance. When asked about their present school situations, they responded accordingly:

89% Would welcome an area career education resource laboratory that would have complete, accurate, and up-to-date career information and materials.

72% Have a career information center but it is not as up-to-date as I would like.

52% Have an up-to-date information center for students and teachers to use.

20% Find sufficient time to compile and evaluate career information.

There is indecision among staff members as to whom should be responsible for the career education program as shown on the following chart.

T = teacher C = counselor A = administrator	AGREE			UNDECIDED			DISAGREE		
	T	C	A	T	C	A	T	C	A
The main source of career information should be the teacher.	11%	41%	22%	15%	18%	14%	75%	41%	65%
The school guidance department should be responsible for the career education program.	33%	31%	29%	22%	20%	20%	46%	49%	51%

Perhaps this is due to the lack of or improvement of an organized career education program in which all members of the staff work together to co-ordinate the program.

Ninety-eight percent of the staff agree that the choice of an occupation is one of the most important decisions a person makes in his lifetime. And 92% feel that the school has the responsibility to help students make realistic occupational choices. Yet only 36% feel that schools are currently preparing students to make career preferences or choices.

Principals and superintendents were asked to rate their school or schools according to their involvement with a career education program. Sixteen percent of the elementary, 18% of the junior high, and 28% of the high schools are following the state model and doing a good job according to the administrators. However, of the schools either following the state model or another career education program, 62% of the elementary, 60% of the junior high, and 63% of the high school administrators stated their programs needed improvement. And 18% elementary, 12% junior high, and 4% high school administrators admit to having no career education program. These figures show that there is a definite need for the services of a career education resource laboratory to aid in improving existing programs and developing and implementing programs in those schools void of a program.

As indicated on the following chart, there is some discrepancy between how the principals view their own programs and how the superintendents see them. Is this due to a lack of communication or of observation?

P = principals S = superintendents		Following state model & doing a good job.	Following state model but needs improvement.	Has an organized C.E. program other than state model.	Has C.E. program but needs improvement.	Has no C.E. program.
ELEMENTARY	P	20%	20%	4%	40%	17%
	S	9%	36%	5%	32%	18%
JUNIOR HIGH	P	18%	11%	11%	43%	18%
	S	18%	32%	9%	36%	5%
HIGH SCHOOL	P	28%	28%	8%	28%	8%
	S	27%	37%	0	36%	0

EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS 61920

CENTER FOR EDUCATIONAL STUDIES
School of Education

TEACHER EDUCATION
RESEARCH SERVICE

581-3914

Dear Teachers, Counselors, and Administrators:

The Center for Educational Studies at Eastern Illinois University has been awarded a grant for the development of a Career Education Resource Laboratory. This laboratory is to serve the rural school districts surrounding Eastern Illinois University.

We feel there is a great need within these largely rural school districts to co-ordinate services and programs of career information. Many resources and services are available. However, many services are not utilized that could be provided by Eastern Illinois University to the area. We think a co-ordinated systematic management approach could be very valuable to you and your students.

When implemented we hope to provide you, your students, and parents with various types of career information to help students make meaningful decisions in career development along with a continuing understanding of self.

The only way we have to make this an accurate, up-to-date, meaningful resource laboratory is to go to the areas it is to serve to gather our information. We are surveying parents, students, teachers, counselors, administrators, and businesses to secure the needed information for organizing a centralized career resource laboratory which will co-ordinate area resources and services.

Please take a few minutes of your time today to fill out the questionnaire and return it to your school office. Betty Waltman, research assistant for our project, will pick up the instruments within 3 days.

We have 10 counties to survey so we would greatly appreciate your promptness. Thank you for your time and co-operation. Your part will be a big help in the total success of the survey. The data reported is confidential and will be used only for planning purposes.

Sincerely,

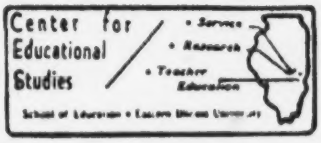
Carol Sanders

Carol Sanders, Director
Career Education Resource Laboratory

CS/sl

CAREER EDUCATION RESOURCE LABORATORY
Staff Survey

Please complete both sides of the first page and the appropriate section for you on the last page. Thank you for your time and co-operation.



05 Please check your position.

(1) _____ elementary teacher
(2) _____ junior high teacher
(3) _____ high school teacher
(4) _____ counselor
(5) _____ principal
(6) _____ superintendent

Read each of the following statements carefully and decide how you feel about it. The "undecided" answer should be circled only when you have no opinion. Please rate your feelings on the following scale:

1. SA - Strongly Agree
2. A - Agree
3. U - Undecided
4. D - Disagree
5. SD - Strongly Disagree

	SA	A	U	D	SD	
06	1	2	3	4	5	Career education should be integrated into the regular curriculum.
07	1	2	3	4	5	Career education should be only for those students who are not able to succeed in an academic program.
08	1	2	3	4	5	Every student should possess at least one skill in an occupation upon leaving high school.
09	1	2	3	4	5	The school has the responsibility to help students make realistic occupational choices.
10	1	2	3	4	5	The community is an excellent resource to use in a career education program.
11	1	2	3	4	5	Elementary school is too early for a student to start thinking about career possibilities.
12	1	2	3	4	5	Teaching plans should be organized around people.
13	1	2	3	4	5	New facilities are needed in most schools to launch a career education program.
14	1	2	3	4	5	Schools should seek the advice of local citizens in planning and evaluating career education programs.
15	1	2	3	4	5	There is a need for the commitment of the school administration for a successful career education program.
16	1	2	3	4	5	Consideration should be given to the views of students in planning and evaluating career education programs.
17	1	2	3	4	5	It is important to involve parents in planning career education programs.
18	1	2	3	4	5	The choice of an occupation or profession is one of the most important decisions a person makes in his lifetime.
19	1	2	3	4	5	Schools are currently preparing students to make career preferences or choices.
20	1	2	3	4	5	The main source of career information should be the teacher.
21	1	2	3	4	5	Career education should be concerned with developing a positive self-image for each student.
22	1	2	3	4	5	Career education and vocational education are one and the same.
23	1	2	3	4	5	There would be fewer dropouts if courses were related to jobs.
24	1	2	3	4	5	Career education is just another fad that will soon be forgotten.
25	1	2	3	4	5	The school guidance department should be responsible for the career education program.

1. SA - strongly agree 2. A - agree 3. U - undecided
4. D - disagree 5. SD - strongly disagree

	SA	A	U	D	SD	
26	1	2	3	4	5	Representatives from business and industry can serve as excellent resource personnel for the career education program.
27	1	2	3	4	5	Career education should help students develop positive attitudes toward work.
28	1	2	3	4	5	Prospective teachers completing teacher education programs should be prepared to teach career education.
29	1	2	3	4	5	Career education should enhance the relevance of academic education for the students.
30	1	2	3	4	5	The educational program should provide students with experiences which show the relationship between subject matter taught in school and its use in the world of work.
31	1	2	3	4	5	Career development is a continuous process throughout the lifetime of an individual.
32	1	2	3	4	5	Experiences in career education should allow students to evaluate their interests and abilities.
33	1	2	3	4	5	Career education should serve all students in a school system.
34	1	2	3	4	5	Career education will be of greater long term value to boys than to girls.
35	1	2	3	4	5	Special emphasis in career education should be focused on helping the student to succeed.
36	1	2	3	4	5	Career education should include decision-making skills.
37	1	2	3	4	5	Information about emerging occupations should be included in the education curriculum.
38	1	2	3	4	5	Educating a student for change should be included in a career education program.
39	1	2	3	4	5	A job determines the people with whom you associate.
40	1	2	3	4	5	Career education is a way of life -- work plus leisure.
41	1	2	3	4	5	A career education center could help in counseling students to be more knowledgeable about the world of work, careers and their options.
42	1	2	3	4	5	A good career education program would allow counselors to spend more time on personal counseling of students.
43	1	2	3	4	5	There is a need to co-ordinate resources and services within the area to be used in career education programs.
44	1	2	3	4	5	It is important for the students in a rural area to know what jobs are available to them in the surrounding areas.
45	1	2	3	4	5	There is a need within the area for a complete, accurate, up-to-date career education resource center that would serve all grade levels of students, teachers, counselors, parents, and business and industry.

- - - -

To completed by SUPERINTENDENTS and PRINCIPALS only.

The State of Illinois outlines the following structure for a career education program:

Elementary Schools (K-6) -- career awareness
Junior High Schools (7-8 or 9) -- career exploration
High Schools (9 or 10-12) -- career orientation and preparation

Using the following 5 point scale, please rate your individual school or schools according to their involvement with a career education program.

1: following state model and doing good job.
2: following state model but needs improvement.
3: has an organized career education program other than state model.
4: has career education program but needs improvement.
5: has no career education program.

52 _____ elementary schools (K-6)
53 _____ junior high schools (7-8 or 9)
54 _____ high school (9 or 10-12)

To be completed by TEACHERS only.

Listed below are various methods of presenting career information. Please use the following number scale that corresponds with your answer for each response.

1: have used and was beneficial.
2: have used and was not beneficial.
3: would like to use if available to me.
4: have not used and would not like to use.
5: does not apply to my grade level.

52 _____ resource people from business and industry.
53 _____ parents as resource people telling about own occupation or hobby.
54 _____ field trips to places where goods are made.
55 _____ field trips to places where products are sold.
56 _____ field trips to places where services are provided.
57 _____ field trips to cultural, historical, science centers or places where things are grown.
58 _____ occupational role playing.
59 _____ slides, tapes, records.
60 _____ closed circuit TV career programs.
61 _____ interview people on the job.
62 _____ career information centers in individual schools.
63 _____ career kits.
64 _____ consultants to help integrate career education into the school curriculum.
65 _____ computerized career information.
66 _____ career night, day or week.
67 _____ resource people from within the school telling about own occupation or hobby.
68 _____ other -- please specify _____

To be completed by JUNIOR HIGH and SENIOR HIGH TEACHERS only.

Please check your primary subject area;

69 _____ academic subject (math, science, social sciences, English)
70 _____ vocational education subject (business, home ec, industrial arts)
71 _____ fine arts (music, art, drama)
72 _____ all other (physical education, driver education, etc.)

To be completed by COUNSELORS only.

Please use the number that corresponds with your answer.

1. Y - yes 2. N - no

	Y	N	
			When organizing my guidance and counseling responsibilities at the present time I:
52	1	2	have as much time as I would like for vocational guidance.
53	1	2	spend too much time on vocational guidance.
54	1	2	have as much time as I would like for personal counseling.
55	1	2	spend too much time on personal counseling.
56	1	2	spend too much time on scheduling, grade reporting, etc.
57	1	2	am happy with my time allotment.
			In my school I presently:
58	1	2	have an up-to-date career information center for students and teachers to use.
59	1	2	am not interested in career education.
60	1	2	have a career information center but it is not as up-to-date as I would like.
61	1	2	would welcome an area career education resource laboratory that would have complete, accurate, and up-to-date career information and materials.
62	1	2	find sufficient time to compile and evaluate career information.

PARENT SURVEY SUMMARY

Parents also feel very strongly about certain career education attitudes. Ninety percent or more agree on the following five statements. As indicated they want to have a say in what their children are learning.

97% Parents should be informed about career educational experiences occurring in the schools.

96% Career education should help each student gain an understanding of himself and his capabilities.

95% The educational program should provide students with experiences which show the relationship between subject matter taught in school and its use in the world of work.

93% Career development is a continuous process throughout the lifetime of an individual.

90% Career education should serve all students in a school system.

Twenty-five percent of the parents disagree and 21% are undecided as to whether schools are currently preparing students to make career preferences or choices. Perhaps this is why they responded accordingly to the following:

At the present time my child receives most of his career information from:	4th	8th	11th
Parents	63%	51%	40%
Teachers	30%	34%	30%
Counselors	1%	8%	22%
Community	7%	7%	9%

According to parents, the teachers' impact on the student remains relatively the same throughout his education. As the parents' impact decreases at the higher grade level, the counselors' impact increases. At no time do teachers, counselors, or community people exceed parents in giving career information to students.

Between 40 - 50% of the parents feel that career education should begin in junior high. This is understandable as people are confused in thinking that career education is another name for vocational education as evidenced in a survey done by the Institute for Educational Development. However, fourth grade parents feel stronger than eleventh grade parents about career education starting in the elementary grades:

Career education should begin in:	4th	8th	11th
kindergarten	6%	6%	6%
elementary grades	26%	21%	16%
junior high	41%	47%	43%
high school	16%	18%	28%
college	1%	0	1%
not in the schools	0	0	0
in the home	9%	7%	7%

EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS 61920

CENTER FOR EDUCATIONAL STUDIES
School of Education

581 3914

Dear Parent:

The Center for Educational Studies at Eastern Illinois University has been awarded a grant for the development of a Career Education Resource Laboratory. This laboratory is to serve the school districts surrounding Eastern Illinois University.

Books, films, field trips, names of speakers, etc. will be in the lab to be used by your school. Any teacher will be able to come to the lab to obtain ideas and materials for introducing the world of work to your children. You and your children will also be encouraged to use the career education laboratory.

One way we have of making this a meaningful resource laboratory is to gather information from the area it is to serve. Parents, students, teachers, counselors, administrators, and business and industry are being surveyed to collect information we need for organizing a centralized career education resource lab.

Please take a few minutes to answer the enclosed questionnaire and return it to school with your child tomorrow. The data reported is confidential and will be used only for planning purposes.

Thank you for your co-operation.

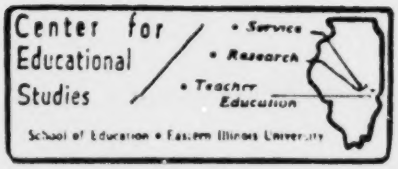
Sincerely,

Carol Sanders

Carol Sanders, Director
Career Education Resource Laboratory

CS/sl

CAREER EDUCATION RESOURCE LABORATORY
Parents Survey



Circle or check the answer you think is right.
If you don't want to answer a question, go on to the next.
Please complete both sides of this form.
Thank you for your time and cooperation.
We are surveying only 4th, 8th, and 11th grade students and their parents.

05 Grade level of your child or children -- fill out this form for the oldest child checked.
(1) _____ 4th grade
(2) _____ 8th grade
(3) _____ 11th grade

06 Relationship to child:
(1) _____ father
(2) _____ mother
(3) _____ other adult

Sex of child
(1) _____ male
(2) _____ female

Read each statement carefully and decide how you feel about it. There are five possible answers to each question. Please read each statement and circle one number.

1. SA - strongly agree 2. A - agree 3. U - undecided
4. D - disagree 5. SD - strongly disagree

	SA	A	U	D	SD	
08	1	2	3	4	5	Schools are currently preparing students to make career preferences or choices.
09	1	2	3	4	5	The school's main responsibility is to help students prepare for careers.
	1	2	3	4	5	Every student should have at least one skill in an occupation upon leaving high school.
11	1	2	3	4	5	The interest of parents should be considered in developing the school curriculum.
12	1	2	3	4	5	Parents should be informed about career educational experiences occurring in the schools.
13	1	2	3	4	5	Career education will be of greater long term value to boys than to girls.
14	1	2	3	4	5	Career education should help each student gain an understanding of himself and his capabilities.
15	1	2	3	4	5	The community is an excellent resource to use in a career education program.
16	1	2	3	4	5	A centralized career resource center with many types of career materials could be beneficial to me and my child in helping to make career choices.
17	1	2	3	4	5	It is important to involve parents in planning career education programs.

SA - Strongly agree A - Agree U - Undecided D - Disagree SD - Strongly Disagree

	SA	A	U	D	SD	
18	1	2	3	4	5	The educational program should provide students with experiences which show the relationship between subject matter taught in school and its use in the world of work.
19	1	2	3	4	5	Career development is a continous process throughout the lifetime of an individual.
20	1	2	3	4	5	There are good jobs that don't require a college education.
21	1	2	3	4	5	The main source of career information should be teachers.
22	1	2	3	4	5	Career education should serve all students in a school system.
23	1	2	3	4	5	The school guidance department should be responsible for the career education program.

Check ONE response:

24 Career education should begin in:

(1) _____ kindergarten
(2) _____ elementary grades
(3) _____ junior high
(4) _____ high school
(5) _____ college
(6) _____ not in the schools
(7) _____ in the home

25 At the present time my child receives most of his career information from:

(1) _____ parents
(2) _____ teachers
(3) _____ counselor
(4) _____ community

Name _____ Occupation _____

Place of employment _____

Spouse's occupation _____

Spouse's place of employment _____

I could provide the following services or resource to a centralized career education resource laboratory.

26 _____ serve as a resource person by telling about my own occupation or hobby.
27 _____ serve as a resource person by demonstrating skills, tools, or machines used in my occupation or hobby.
28 _____ arrange for another person to share his occupation or hobby knowledge.
(Name _____ Occupation _____
Address _____ Phone _____)
29 _____ arrange field trips for students.
30 _____ help supervise field trips for students.
31 _____ secure booklets, films, tapes, etc. pertaining to occupational information.
32 _____ other (specify) _____

33 Could you arrange to have a group of students visit you at your place of employment?

(1) ____ yes
(2) ____ no